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ABSTRACT

The curriculum is designed to provide classroom teachers of elementary emotionally handicapped students with a consistent framework of classroom management techniques and mainstreaming procedures. The curriculum is organized around behavioral improvement at six levels, with responsibilities increasing along with priveleges. Minimum requirements are set forth, including class rules, a point system, behavior charting techniques, and parent communications. Each level is examined in terms of minimum length of stay, percent of mastery, student responsibilities, teacher responsibilities, and student priveleges. The affective curriculum is described in terms of such topics as behavior management, self concept, relaxation therapy, and values clarification. Suggested activities comprise the second part of the guide, with ideas on group and individual reinforcers, consequences, time-out, rule writing, reality therapy, and student priveleges. Examples of charting techniques are provided. (CL)

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ELEMENTARY LEVELS CURRICULUM

HANDBOOK

PROGRAM FOR EMOTIONALLY HANDICAPPED STUDENTS

SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA

1895 GULF TO BAY BOULEVARD

CLEARWATER, FL 33575

EC142366

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Paper presented at the Annual Convention

of the

Council for Exceptional Children

(64th, New Orleans, LA, March 31-April 4, 1986)

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Acknowledgements

During the 1982-83 school year, a group of "Think Tank" teachers in the Program for Emotionally Handicapped and Severely Emotionally Disturbed Students met periodically to develop program areas important to a curriculum for emotionally handicapped students. The teachers determined that the curriculum should be consistent countywide and should emphasize a positive, motivational approach that assisted students in changing behavior. The "Think Tank" teachers decided to use a Levels system approach to behavior management. This approach was piloted in seven elementary, middle, and high school EH classes the following year (1983-84). The pilot teachers came together in the summer of 1984 and wrote a comprehensive curriculum which was provided to all teachers in the program during the 1984-85 school year. Staff development days, after school workshops, and survey data were used to obtain teacher feedback. Based on teacher input, the curriculum was revised by a curriculum writing team in the summer of 1985. The writing team consisted of the following teachers:

Nancy Herper, Diagnostician

Carol Makin, SED Network

Ann Runcie (Pilot Teacher), Azalea Elementary

Cindy Tremaine (Pilot Teacher), Seventy-Fourth Street Elementary

Others who contributed resources, support, and guidance to the Elementary Curriculum Team are as follows:

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STATEMENT OF PURPOSE

The Levels Curriculum has been developed as a practical guide for teachers of Emotionally Handicapped Students. It is the intent of this curriculum to provide the classroom teacher of Emotionally Handicapped with a consistent framework of classroom management techniques and mainstreaming procedures.

PHILOSOPHY

An emotional handicap (EH) is evidenced by persistent and consistent maladaptive behavior which interferes with a student's learning process. This interruption in the learning process can come from acting out/aggressive behavior as well as withdrawn/passive behavior. An emotional handicap results in an inability to achieve adequate academic progress or satisfactory interpersonal relations which cannot be attributed primarily to physical, sensory or intellectual deficits. Students with disruptive behavior are not eligible unless they are also determined to be emotionally handicapped.

The Emotionally Handicapped Program is based on belief in the individual worth of each student and the right of the student to an education which allows him to progress to the degree to which he is able. Many Emotionally Handicapped students can learn to overcome the obstacles that prevent them from experiencing success in the regular classroom. This handicapping condition that necessitates placement in a special class is not always a life-long condition.

The purpose of the Emotionally Handicapped Program is to provide for a student with identified emotional handicaps an environment that supports him or her both academically and emotionally. The Emotionally Handicapped Program provides an environment to foster the individual student's growth toward his/her potential, socially and academically, including the possible return to general education.

The single most important aspect of this environment is the teacher. The teacher of emotionally handicapped students develops an atmosphere of trust, acceptance, and encouragement while providing a highly structured classroom to promote individual responsibility and self-discipline. However, the teacher does not work alone, but as a member of a team which includes general education teachers, school psychologists, social workers, guidance counselors, administrators, and parents, as well as professionals outside the school system.

The Emotionally Handicapped Program, through this curriculum, is designed to teach and reinforce the appropriate social behaviors which are necessary for functioning in the regular classroom and in everyday life.

GOALS

The Goals of the Emotionally Handicapped program include assisting the student in:

1. Developing the ability to comply with school procedures and rules.
2. Improving relationships with peers and adults.
3. Increasing feelings of self-worth.
4. Accepting responsibility for his/her own behaviors.
5. Acquiring skills for improving self-discipline.
6. Developing problem solving skills.
7. Improving academic skills through an individualized educational program.
8. Participating in general education as dictated by individual ability.

THE LEVELS CURRICULUM RATIONALE

The Levels Curriculum is a positive motivational system for behavioral improvement based on a series of six levels. At each level, the responsibilities increase as the privileges increase. The final level prepares the student for successful transition into general education. The intent of the program is to increase individual student's responsibility for his/her own behavior. This structural system once implemented requires a minimum of paperwork and data keeping. This program allows for individual teacher flexibility in designing specific classroom management techniques. It is structured to provide support and feedback to accomplish specific individual student goals. An affective curriculum developing social skills necessary for functioning in the regular classroom and in every day life is utilized in the Levels Curriculum.

ELEMENTARY LEVELS CURRICULUM - INTRODUCTION

It is the major thrust of the Levels Curriculum to move the responsibility of behavior control from the teacher to the student. It is important to begin this process at the elementary level.

The Levels Curriculum is a program developed to modify behavior, while at the same time to provide concrete documentation to justify appropriate program placement.

This handbook is comprised of three sections. Section I describes the minimum requirements of the Levels Curriculum. Section II provides supplemental resources and suggestions based on teacher feedback. Section III contains blackline masters suitable for use with the Levels Curriculum.

LEVELS

MINIMUM REQUIREMENTS OF LEVELS CURRICULUM

In order for the Levels Curriculum to be successful, certain components of behavior management must be understood and implemented consistently in the classroom.

The following requirements are necessary for successful implementation of the Levels Curriculum. A brief description of these requirements pertaining to the Levels Curriculum has been included. The requirements are:

1. Class Rules
2. Target Behaviors
3. Point Systems
4. Behavior Charting Techniques
5. Reinforcers
6. Interventions/Consequences
7. Parent Communication/Report Card Enclosure
8. Levels
9. Affective Curriculum

1. CLASS RULES

1. Class rules are required for the Levels Curriculum. The following areas of behavior are addressed:

   A. PHYSICAL AGGRESSION
   sample suggestions: "Keep hands and feet to yourself."
   "Refrain from hitting."

   B. VERBAL AGGRESSION
   sample suggestions: "Speak politely to others."
   "Speak nicely to others."
   "Respond without profanity."
   "Raise your hand to speak."
   "Refrain from verbal harassment (teasing)."

   C. INSUBORDINATION
   sample suggestions: "Remain in class."
   "Remain in seat."
   "Follow the teacher's directions."
   "Remain on task."
   "Participate in class activities."

   D. DESTRUCTION OF PROPERTY
   sample suggestions: "Use equipment properly."
   "Take care of personal belongings."
   "Take care of school materials."

   E. AFFECTIVE/SOCIAL SKILLS
   sample suggestions: "Use good sportsmanship".
   "Accept logical consequences for actions."
   "Ignore inappropriate behavior."
   "Attempt to problem solve.
   "Interact with peers appropriately."

*Important: These areas can be added to, but not deleted from when planning the behavior management system.

2. The class rules are part of the behavior management system. These rules are posted in the classroom and will be reflected in daily charting of individual behavior. (See Section III)

2. TARGET BEHAVIORS

Target behaviors are described throughout the Levels Curriculum. Target behaviors are defined as the major behavioral deficiencies that the student consistently exhibits.

Target behaviors must fall under one of the five major areas of behavior.

> Example: A student who is constantly swearing could have a target behavior in the form of the rule: "Respond without profanity." This falls under the major area of verbal aggression. The target behavior is the most disruptive or severe behavior that the student exhibits over a period of time. It is the responsibility of the teacher to observe, identify and document target behaviors during the orientation level. Target behaviors are determined from daily charting of student behavior. See Section III for other examples.

3. POINT SYSTEM

A point system is necessary for Levels implementation which will reflect both behavioral and academic progress. The point system is based on a token economy where specific appropriate behaviors are reinforced or rewarded. There are a variety of token economies used with emotionally handicapped students. For examples see Section III.

4. BEHAVIOR CHARTING TECHNIQUES

Charting of behavior is essential for documentation. Documentation is necessary for target behavior identification, level placement, mainstreaming, and/or placement change. For additional assistance in charting behaviors, refer to BEST - Better Exceptional Strategies for Teachers, FDLRS, p. 26-39. See Section III for additional examples of charting techniques.

5. REINFORCEMENTS

In order for the behavior management system to be successful appropriate reinforcers are identified and used consistently. Appropriate reinforcers can modify student behavior. A variety of reinforcers are used by teachers. See Section II for suggestions of various reinforcers.

6. INTERVENTIONS/CONSEQUENCES

Intervention strategies and consequences are used to implement classroom rules. Many appropriate alternatives can be successfully used within the classroom rather than removing the student from the class. Interventions reflect the degree of severity of the inappropriate behavior. The final consequences of TIME-OUT and/or OFFICE are included on the daily charting of individual behavior and in the calculations of daily percentage rates. Section II includes suggestions for effective consequences. Refer to Section II, "Surface Management Techniques in the Classroom", for ideas to restructure a classroom environment. See the Burks' Behavior Rating Scales Manual for additional intervention strategies for specific behaviors.

7. PARENT COMMUNICATION

An essential component of the Levels Curriculum is daily contact with parents and/or guardian. Communication with parents can be accomplished in a variety of ways. For examples see Section III.

Daily communication is an important element in gathering anecdotal records and is added to the individual student classroom file. Each teacher is responsible for keeping a record of all parental contacts.

*Included in the parent communication component is a letter explaining the Levels Curriculum. A sample letter is provided in Section III. An enclosure for the report card of weekly behavioral progress is required. See Section III for the blackline master.

8. LEVELS

The Levels Curriculum provides EH students an opportunity to assume responsibility for their own behavior. The teacher assists the student by labeling their behavior and offering positive alternatives to inappropriate actions. The curriculum is divided into six levels. (Orientation, Level I, Level II, Level III, Level IV and Level D). All students new to the program enter at Orientation. (The entire class begins the school year on Orientation.) Upon completion of Orientation the student is assigned to the appropriate level according to his/her percentage of mastery of class rules during the Orientation period. The following chart provides an overview of common elements for all levels.

The timeline for the Levels Curriculum is set on a monthly basis to aid in ease of administration for the teacher and to effect understanding for the child. At the end of each month, the student has the opportunity to change levels for the coming month. This is determined by reviewing his/her daily behavior progress and percentage rate of mastery of class rules.

Level	Percentage of Class Rules Mastered	Percentage of Target Behavior(s) Mastered	Minimum Length of Stay	Point System/ Behavior Report
Orientation/ FAR	60%		1 month	yes/daily
Level I	70%	70% of one behavior	1 month	yes/daily
Level II	80%	80% of two behaviors	2 months	yes/daily
Level III	90%	90% of two behaviors	2 months	yes/daily
Level IV	95-100%	95-100% of mainstreamed behaviors	9 weeks	no/weekly
Level D "Disciplinary"	% on Level where infraction occurred		1-5 days (age appropriate)	yes/daily

The following pages describe the minimum length of stay, the percent of mastery, the student responsibilities, the teacher responsibilities and student privileges for each level.

ORIENTATION/LEVEL I

Level/ Minimum Stay	Percent of Class Rules/ Target Behaviors	Student Responsibilities	Teacher Responsibilities	Student Privileges *Included in this area each teacher delinates the levels at which specific movement occurs (i.e., library, field trips)
Orientation/ FAR One Month	60%	1. Become oriented to class procedures and routines. 2. Participate in required class activities. 3. Participate in point system. 4. Return signed daily behavior report.	1. Collect and chart base-line data to facilitate appropriate placement in levels system as well as selection of target behavior. 2. All activities under direct teacher supervision. 3. At end of each grading period, a representation of students behavioral progress is completed and sent home.	Determined by individual teachers. *For suggestions see Section II.
Level I One month	70% 70% of one behavior	1. Responsibilities 2-4 listed in orientation. 2. Begin interacting with adults and at least one peer appropriately.	1. Continue responsibilities listed in orientation.	1. Rewards are earned by meeting required standards. *For suggestions see Section II.

LEVEL II

Level/ Minimum Stay	Percent of Class Rules/ Target Behaviors	Student Responsibilities	Teacher Responsibilities	Student Privileges *Included in this area each teacher delinates the levels at which specific movement occurs (i.e., library, field trips)
Level II Two months	80% class rules 80% of two behaviors	1. Responsibilities 2-4 listed in orientation. 2. Self-initiated participation. 3. Increase appropriate adult and peer interactions. 4. Show progress on target behaviors (two goals at a time). 5. Actively participate during daily group or individual meetings. 6. Determine specific target behaviors. 7. Participate in non-academic mainstreaming activities (i.e., lunch P.E., Art, Music, teacher helper).	1. Continue to collect and chart behavioral data including representation for report card and daily communication with parents. 2. Continue to relabel behavior, provide choices and provide feedback to students regarding behavior progress. 3. Conduct group and individual counseling. 4. Coordinate non-academic mainstreaming activities.	Rewards are earned by meeting required standards. *For suggestions see Section II.

LEVEL III

Level/ Minimum Stay	Percent of Class Rules/ Target Behaviors	Student Responsibilities	Teacher Responsibilities	Student Privileges *Included in this area each teacher delinates the levels at which specific movement occurs (i.e., library, field trips)
Level III Two months	90% 90% of two behaviors	1. Maintain Level II goals. 2. Meet target behaviors (up to two at a time). *3. Continue or increase non-academic mainstreaming. *4. Participation in a mainstreamed academic class becomes possible. 5. Minimal classroom disruptions. 6. Participate in problem solving. 7. Help others in classroom. *Total mainstreaming not to exceed 2-1/2 hours per day.	1. Continue to collect and chart behavioral data including graph for report card and daily communication with parents. 2. Continue to relabel behavior and give positive feedback. 3. Continue to conduct group meetings daily and individual counseling at student request. 4. Coordinate classes for mainstreaming and establish and maintain communication with mainstreaming teacher.	Rewards are earned by meeting required standards. *For suggestions see Section II.

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LEVEL IV

Level/ Minimum Stay	Percent of Class Rules/ Target Behaviors	Student Responsibilities	Teacher Responsibilities	Student Privileges *Included in this area each teacher delinates the levels at which specific movement occurs (i.e., library, field trips)
Level IV Nine weeks	95-100% 95-100% of mainstreamed behavior	1. Follow class and school rules without the benefit of a point system. *2. Meet mainstreaming target behavior. (This target behavior should relate to specific skills needed to be successful in mainstreaming, therefore, input from mainstreamed teacher is encouraged.) 3. Return weekly behavioral progress reports. 4. Maintain goals from Levels I, II, and III. *Mainstreaming at this level is a minimum of 2-1/2 hours per day. If student attains mastery for a nine-week period, this qualifies for reassignment to the resource program. Dismissal from the EH program requires nine weeks of full-time mainstreaming.	*1. Monitor mainstreaming progress. a. Establish and maintain communication with mainstream teacher. b. Provide mainstream teacher assistance in completing the weekly behavioral progress reports. 2. Supervise the sending home and returning of weekly signed behavioral progress reports. Note: At this level the student no longer receives a daily behavior slip but rather moves to a weekly report. 3. At the end of each grading period, a graphic representation of student behavior will be completed and sent home. *4. Initiate paperwork for dismissal or placement change.	1. Total classroom privileges from previous levels. 2. Receives only weekly behavioral progress reports.

LEVEL D

Level/ Minimum Stay	Percent of Class Rules/ Target Behaviors	Student Responsibilities	Teacher Responsibilities	Student Privileges
Level D Stay ranges from 1-5 days	Percent on level where infraction occurred.	1. Remain in seat in an isolated area. Must remain in designated isolation area at all times, under direct supervision of the teacher. Restroom breaks are supervised by the teacher or aide.	1. Complete supervision of the student. 2. Student is placed on a special teacher-determined behavioral point system. These points are not used to purchase rewards, but determine if the student has earned the right to leave Level D and return to the level he/she was on when the infraction occurred. After 5 consecutive days the student drops a level. After 10 consecutive days a parent conference is held and other consequnces are considered (in-school suspension, suspension, change of placement).	None. 1. No passes. 2. No breaks. 3. No participation in class activities such as movies, parties, etc. 4. No rewards.

*Level D, Disciplinary Level, is the most restricted level assigned to a student with extremely irresponsible behavior. At this level, students will be placed in an isolation area (i.e., carrel in class, another classroom, or in-school suspension). The following behaviors result in immediate placement on Level D:

1. Excessive verbal harassment of other students.
2. Use of profanity towards authority figures.
3. Leaving classroom without permission.
4. Physical assault.
5. Insubordination.

AFFECTIVE CURRICULUM

9. AFFECTIVE CURRICULUM

A major focus of the Emotionally Handicapped program is affective development. This goal is accomplished in many ways. The basic structure of the program aids the student in managing behavior and developing self-control and more acceptable behavior. However, acceptable behavior cannot just be managed, it must be taught.

An affective curriculum is designed to provide opportunities for students to develop or refine communication and socialization skills. A daily, consistent block of time is included in the classroom schedule. This block of time is traditionally called "the group."

Many daily activities can be included as part of "group". This basic affective curriculum framework has many of these daily activities in specific topics. The topics are listed in order from those requiring the least amount of peer interaction to those requiring a high degree of communication skills and social maturity.

A. Behavior Management
B. Communication Skills
C. Self-Concept
D. Relaxation Therapy
E. Peer Interaction
F. Values Clarification
G. Problem Solving

Proficiency is demonstrated in the lower level skills before the higher level skills are attempted.

Each topic gives a suggested list of activities and resources that can teach the skills needed for that topic. Additional activities and resources may be supplemented. Each topic has been correlated to goals derived from the Pinellas County Behavioral Goals and Objectives packet.

This basic affective curriculum framework is designed so daily activities can be developed to meet the needs of each student's Individual Education Plan.

While these skills may be modeled and reinforced throughout the student's day, the skills should be taught in group or individual meetings scheduled daily. These group lessons may follow the Social Skills Training and Problem Solving Curriculum developed in Pinellas County. This curriculum is available in the classroom. Purchased materials such as DUSO and TAD may be used. The teacher of Emotionally Handicapped may also draw from his/her own counseling skills in developing individual lessons. Through the use of the Levels Curriculum affective skills are developed that enable the students to assume responsibility for their classroom behavior. It is the intent of this curriculum to provide EH teachers with a workable tool for achieving this goal.

***All materials listed on the following pages can be requested through FDLRS. See FDLRS resource catalog for description of the materials.**

TOPIC A - Behavior Management

Activities and Resources

1. Review of class rules and consequences
2. Review of Point Cards or Behavior Cards
3. Discuss events of the day
4. Discuss choice of Reinforcers
5. Identify Alternatives (Alternative Cards)
6. Levels Approach
7. Behavior Contracts

* Correlation of Topic to Goals derived from Pinellas County Behavioral Goals and Objectives Packet:

#2. Demonstrate an increased ability to respond appropriately to persons in positions of authority.

#3. Demonstrate increased feeling of self-worth and accept responsibility for own actions.

#4. Demonstrate increased self-discipline.

#7. Demonstrate an increased ability to select acceptable alternatives to stressful situations.

#8. Demonstrate an increased ability to behave in an age-appropriate manner.

#9. Demonstrate improved organizational skills.

#10. Demonstrate an increased ability to follow school rules.

#11. Demonstrate an increased ability to persist with tasks through completion.

TOPIC B - Communication Skills

Activities and Resources

1. The Ungame
2. Current Events
3. Show and Tell
4. Sharing
5. Review events of the day
6. Discuss up and coming events (field trip, special assemblies)
7. Peabody Language Development Kit
8. DUSO Kit (Primary)
9. Tad Kit (Intermediate)
10. Role Playing
11. Read and discuss a story
12. Project Me:
    - Moving Day
    - How Are You Feeling Today?
    - I Know How You Feel
13. Got To Be Me
14. Songstories: I Am Special
15. Homecooking: Mark Twain School
16. The Giving Tree by Shel Silverstein (book)
17. Magic Circle
18. Social Skill Training and Stress Management (Mitchell Kroungold) Vol. I
19. The Rochester Social Problem Solving (SPS) Program

#1. Improve student's relations with peers within the school setting.

#2. Demonstrate an increased ability to respond appropriately to persons in positions of authority.

#4. Demonstrate increased self-discipline.

#6. Demonstrate an increased ability to establish more trusting relationships.

#7. Demonstrate an increased ability to select acceptable alternatives to stressful situations.

#8. Demonstrate an increased ability to behavior in an age-appropriate manner.

TOPIC C - Self-Concept

Activities and Resources

1. Learning Tree Filmstrips - Being Good - Being Bad
2. Reality Therapy - William Glasser
3. Role playing
4. Read and discuss a story
5. Project Me: I Know How You Feel
6. My Friends and Me
7. Manners Are Lots of Fun
8. Friendly and Hostile
9. Winners and Losers
10. Best of All Possible Worlds
11. Got to Be Me
12. Myself and Me
13. Songstories: I Am Special
14. What Makes Me the Only Me?
15. The Kids on the Block (puppets and tapes)
16. Handling Emotions
17. Good Manners are Me
18. Fuzzies
19. Sweet Pickles Series
20. Value Tales Series
21. Social Skills Training and Stress Management (Vol. I), Mitchell Kroungold
22. The Rochester Social Problem Solving (SPS) Program

#3. Demonstrate an increased feeling of self-worth and accept responsibility for his/her own actions.

#4. Demonstrate increased self-discipline.

#5. Demonstrate an increased responsibility to improve his personal appearance.

#8. Demonstrate an increased ability to behave in an age-appropriate manner.

#9. Demonstrate improved organizational skills.

TOPIC D - Relaxation Therapy

Activities and Resources

1. Relaxation: A Comprehensive Manual for Adults, Children
2. Peace, Harmony, Awareness: A Relaxation Program for Children
3. The Quieting Reflex - Margaret Holland
4. Elementary School Guidance and Counseling - Relaxation training for children.
5. Be a Frog, a Bird or a Tree: Creative Yoga Exercises for Children, R. Carr
6. Take-5 Program: Social Skills Training and Stress Management, M. Kroungold.

#4. Demonstrate increased self-discipline.

#7. Demonstrate an increased ability to select acceptable alternatives to stressful situations.

TOPIC E - Peer Interaction

Activities and Resources

1. Group Games
   Card games, checkers, Candyland, Connect four, Lotto
2. DUSO Kit 1 and 2
3. TAD Kit
4. Good Manners Are Me
5. My Friends and Me
6. A Program of Affective Learning - DLM
7. Manners are Lots of Fun
8. The Ungame
9. Fuzzies
10. Current Events
11. Review Events of the Day
12. Discussion of Upcoming Events
13. Role playing
14. Home Cooking: Mark Twain School
15. Magic Circle
16. Social Skills Training and Stress Management, Mitchell Kroungold, Vol. I
17. The Rochester Social Problem Solving (SPS) Program

#1. Improve students' relations with peers within the school setting.

#3. Demonstrate increased feeling of self-worth and accept responsibility for own actions.

#6. Demonstrate an increased ability to establish more trusting relationships.

#8. Demonstrate an increased ability to behave in an age-appropriate manner.

TOPIC F - Values Clarification

Activities and Resources

1. Dilemma Cards
2. Feelings and Thoughts
3. Friendly and Hostile
4. Winners and Losers
5. Winnie the Pooh and the Right Thing to Do
6. Handling Emotions
7. Fuzzies
8. Sweet Pickles Series
9. The Value Tales Series
10. Peabody Language Development Kit
11. DUSO Kits
12. TAD Kits
13. Role Playing
14. Project Me:
    - If You Do Something
    - Moving Day
    - How Are You Feeling Today?
    - I Know How You Feel
15. Magic Circle
16. Steps in reality therapy - see Section II

#1. Improve students relations with peers within the school setting.

#3. Demonstrate an increased feeling of self-worth and accept responsibility for his/her own actions.

#6. Demonstrate an increased ability to establish more trusting relationships.

#7. Demonstrate an increased ability to select acceptable alternatives to stressful situations.

TOPIC G - Problem Solving

Activities and Resources

1. Alternative Cards
2. DUSO Kits
3. TAD Kit
4. Role playing
5. PREP: Personalized Reading Enrichment Program
6. Story starter cards/pictorial
7. Project Me: If You Do Something
8. A Program of Affective Learning - DLM
9. Feelings and Thoughts
10. Friendly and Hostile
11. Winnie the Pooh and the Right Thing to Do
12. The Giving Tree by Shel Silverstein (book)
13. The Sweet Pickles Series
14. Magic Circle
15. The Rochester Social Problem Solving (SPS) Program
16. Social Skills Training and Stress Management, Mitchell Kroungold, Vol. I

#3. Demonstrate an increased feeling of self-worth and accept responsibility for his/her own actions.

#4. Demonstrate increased self-discipline.

#6. Demonstrate an increased ability to establish more trusting relationships.

#7. Demonstrate an increased ability to select acceptable alternatives to stressful situations.

EMOTIONALLY HANDICAPPED ELEMENTARY TIME ALLOCATION
GRADES 1-5

The Emotionally Handicapped Program follows the general education curriculum in terms of: Reading/Language Arts, Math, Science/Health, and Social Studies. Reading/Language Arts and Math are met through individualized instruction. Science/Health and Social Studies are met through group lessons. In order to determine appropriate materials, goals and objectives, the specific subject area curriculum guides should be consulted. These guides are available within each school.

Although specific time allocations are indicated for each area, adjustments are made daily to accommodate the program needs of the children. It is suggested that teachers follow the weekly time allocation which provides for a balanced program and offers the flexibility needed for good program development. Every effort is made to schedule "pull-out" programs so that individual students do not consistently miss the same subject presentation.

MINUTES DAILY

10.....Opening Activities and Closing Evaluation
- General Discussion
- Planning
- Evaluation

20.....Affective Group

150.....Language Arts

Listening	Written Expression
Oral Expression	Grammar
Reading	Mechanics
Literature Appreciation	Word Usage
Handwriting	Spelling
Sustained Silent Reading	Composition
Teacher Read Aloud	Creative Writing

50.....Mathematics

30.....Physical Education

25.....Social Studies
In primary grades, activities may include 10-15 minutes of listening to stories related to unit concepts.

20.....Socialization Skills/Behavioral Reinforcement

25.....Science, Health

30.....Music

30-45.....Art
Art and Music are integrated by the language arts and content area teacher daily into other parts of the curriculum in addition to the program provided by the music and art specialists weekly.

30.....Lunch

SUPPLEMENTAL RESOURCES AND SUGGESTIONS

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Susan Dixon, Belcher Elementary

Karen Armendrud, Richard Sanders Center

Connie Lightfoot, Bay Point Elementary

Lenora Froebel, Safety Harbor Center

Jean Charles, Richard Sanders Center

Barbara Bryant, Safety Harbor Center

SUGGESTED GROUP REINFORCERS

- Extra recess
- Popcorn party or other party
- Special principal visit
- Extra movies or cartoons/filmstrips
- Special lunch
- Cooking
- Extra free time
- Special arts and crafts project
- Field trips
- Public recognition of group by principal
- Group photographs
- Extra PE
- Special class visitor (fireman, magician)
- Bingo
- Game day
- Story, records, or tape
- Use of the "Star-Day" System (see Section III)

SUGGESTED INDIVIDUAL REINFORCERS

- Smile-o-grams or happy grams or other positive notes sent to parent
- Reward time for good behavior
- Positive phone calls and progress reports
- Work as classroom aides
- Immediate rewards, treats, stars, stickers, etc.
- Lunch with teacher
- Citizen of the day or week
- Work with custodian or librarian
- Wear special button
- Special chair
- Spotlight student's work
- Extra library time
- Food, raisins, peanuts, etc.
- Behavioral agreements
- Time alone with student (student may arrive early or stay late)
- Physical attention - a pat, hug, smile
- Verbal praise
- Select own seat for movie or special activity

SURFACE MANAGEMENT TECHNIQUES IN THE CLASSROOM

The techniques described below are no substitute for a well-designed instructional program.

Children can be quite trying at times and these techniques are not intended to replace what is already known about individual or group psychology.

Most of all, teachers are aware of and practice these techniques already.

INTERFERENCE TECHNIQUES

- Restructuring the classroom environment
- Planned Ignoring
- Signal Interference
- Proximity Control
- Interest Boosting
- Tension Decontamination through Humor
- Restructuring the Classroom Program
- Support through Routine
- Removal of Seductive Objects
- Antiseptic Bouncing
- Physical Restraint
- Hurdle Help

RESTRUCTURING THE CLASSROOM ENVIRONMENT

Note classroom conditions which might be responsible for encouraging or reinforcing inappropriate behavior. Does the physical arrangement of the classroom provide proper seating arrangement and free flowing movement patterns for students? Are students in a position to see and hear when the teacher speaks? Are the instructional materials and objectives appropriate for individual students? Is interest level high?

If inappropriate behavior is occurring, then determine what events or conditions in the classroom environment are reinforcing these behaviors.

PLANNED IGNORING

Some behaviors (example: blowing bubble gum) have limited power and will soon fade away if it is not nourished or replenished.

Simply ignoring these attention getting behaviors will stop behaviors.

Catch: The teacher must know the student and know that the behavior will not spread to the other students.

SIGNAL INTERFERENCE

Many teachers use non-verbal signs to show disapproval of certain behaviors. Some non-verbal techniques are:

1. Eye contact
2. Hand gestures
3. Tapping or snapping fingers
4. Coughing or clearing the throat
5. Facial expressions - frowning

These non-verbal techniques seem to be most effective at the beginning stages of the misbehavior.

PROXIMITY CONTROL

By standing near a student who is having some difficulty, the student will generally control his/her impulses. The teacher becomes a source of protection or strength. This makes identification easier.

NOTE: A good thing about planned ignoring, signal interference and proximity control is that these techniques are not embarrassing to the student. All three can be used while carrying on the regular class program.

INTEREST BOOSTING

Showing interest in classroom assignment or saying something quietly about the student's personal interest could help change poor behavior. This shows the student that the teacher is a real person.

TENSION DECONTAMINATION THROUGH HUMOR

A humorous comment can penetrate a tense situation. This clears the air and makes everyone feel more comfortable. Sometimes, just before a test, is a good time to tell a joke and loosen up things.

HURDLE HELP

Disturbing behavior is not always the result of an inner problem. Sometimes the student is frustrated by the immediate classroom assignment. Provide the student with help before he/she starts to act out and the situation gets out of control. A good technique is to ask a student that has a wondrous or puzzled look on his/her face does he/she understand the questions.

RESTRUCTURING THE CLASSROOM PROGRAM

Teachers must control the program - rather than the program controlling the teachers.

Tip - Have well-planned activities.

For example: Some teachers feel compelled to follow the class schedule with no ifs, ands, or buts because the course of study must be completed. Some feel that children must learn how to concentrate even under undesirable circumstances. Some feel that the complexities of life and its many extenuating circumstances make it impossible to follow a standardized course. The task is not so much to teach children as to provide the conditions under which learning can take place. Perhaps these are straw arguments and the question that needs to be raised is, "Does restructuring a program ever facilitate learning? If so, under what conditions?" This takes the task out of the realm of either/or arguments and places it within the teacher's ability to predict the tension level of the class in terms of feelings or irritability, boredom or excitement. If the teacher feels that the class is tense but that tension is decreasing, he/she may decide not to redesign the program. However, if the teacher decides that the tension needs to be drained off, (i.e., verbalized or channeled) before the class can involve itself in the next assignment, he/she should change the program immediately.

SUPPORT THROUGH ROUTINE

Students need structure in order to be comfortable and secure. Without structure, they become anxious and active.

Students need a daily schedule or routine. It helps to calm and relax them. A schedule also helps the transition from one activity to another.

A settling down activity at the beginning of each class period is an excellent way to start. This may be in the form of a question on the board or a drill activity sheet.

REMOVING SEDUCTIVE OBJECTS

A teacher cannot compete with a football or a basketball in a regular class setting. Either objects go or the teacher will accept the disorganized state of the group.

Seductive objects have a magnetic appeal to students, feed their impulse systems and make it hard for them to control behavior.

ANTISEPTIC BOUNCING

There are times when students may not respond to verbal controls. When that happens, a good idea is to ask them to leave the room for a few minutes, maybe to get a drink of water, wash up, or deliver a message.

This technique is called "antiseptic bouncing" because there is no intent to punish but it protects and helps the student get over feelings of anger, disappointment, or even uncontrollable laughter. Unfortunately, many schools do not have a designated place to which the teacher can non-punitively send a student. However, teachers can get together to plan strategies and alternatives for such placements. This will provide mutual support within the school.

PHYSICAL RESTRAINT

Once in a while children will blow. They will lose complete self-control and threaten to injure others or themselves. In such cases, the students need to be restrained physically. This is not a form of punishment. Physical restraint can so easily become a fight between teacher and student, regardless of the cause.

If physical restraint is necessary for self-control, it should be done out of the sight of other students.

In cases of physical restraint, the child should be held firmly. It is a sincere concern by the adult to protect the student from acting out feelings which he/she cannot control.

Redl, F., & Wineman, D. (1957).

DEALING WITH AN ANGRY PERSON: SOME GUIDELINES

1. DO NOT PUNISH SOMEONE FOR BEING ANGRY.

   Anger itself is not bad or good - it is what an individual does with it that can be destructive.

2. LISTEN ACTIVELY TO WHAT THE PERSON IS SAYING AND FEELING.

   Suspend judgement - you do not have to agree with someone to listen to them.

3. HELP THE INDIVIDUAL TO ACCEPT FEELING ANGRY AND IDENTIFY THE REAL CAUSES OF THE ANGER.

   Remember - most angry people are feeling frustrated, helpless, and scared.

4. YOU DO NOT NEED TO OFFER SOLUTIONS OR SOLVE PROBLEMS IMMEDIATELY.

   Acknowledge, summarize, clarify, re-state. Most people care more about acknowledgment than they do about getting their own way.

5. ENLIST THE INDIVIDUAL'S HELP IN SELECTING AN APPROPRIATE WAY TO DIRECT THE ANGER.

   Consider physical outlets if possible.

6. DO NOT IGNORE ANGER OR CALM SOMEONE DOWN JUST TO MAKE YOU FEEL MORE COMFORTABLE.

   Placating and ignoring tend to generate increased anger.

7. DO NOT TAKE ANGER PERSONALLY AND BECOME DEFENSIVE.

   Defensive people tend to justify and blame. They do not have the objectivity to help an angry individual deal with his problem.

8. SOMETIMES IT IS BEST TO INSIST THAT AN ANGRY PERSON REGAIN CONTROL BEFORE YOU TALK WITH HIM.

   This works fine as along as it's not a "cop-out" on your part.

9. BE AWARE OF THE EARLY WARNING SIGNS WHICH INDICATE THAT AN INDIVIDUAL IS HAVING DIFFICULTY COPING WITH UNPLEASANT FEELINGS.

   Watch for changes in someone's normal behavior patterns. Acting out aggressively is usually an advanced attempt to get help and/or attention.

10. INTERVENE AS SOON AS YOU FEEL SOMETHING IS WRONG.

11. ATTEMPT TO MAKE AN ANGRY SITUATION A LEARNING EXPERIENCE WHICH GENERATES CONSTRUCTIVE ALTERNATIVES FOR HANDLING UNPLEASANT FEELINGS.

    Many individuals have never had the opportunity to learn constructive ways to deal with built-up frustration. Reinforce the appropriate handling of anger when it does occur. Hold debriefing discussions with someone who has acted out.

12. IF YOU WANT TO INFLUENCE SOMEONE'S BEHAVIOR, CHANGE YOUR REACTION TO IT.

13. AVOID WIN-LOSE, RIGHT-WRONG SITUATIONS.

    Calmly repeat limits and present reality. Be firm, but understanding. Do not shout, argue, or become emotionally involved.

14. DO NOT CORNER SOMEONE PHYSICALLY OR PSYCHOLOGICALLY.

    Withdraw from power struggles. Use logical and natural consequences, rather than reward and punishment. Offer choices, enlist cooperation. If at all possible, allow someone to "save face."

15. DO NOT MAKE PROMISES YOU CAN'T KEEP.

Taken from National Institute of Mental Health Newsletter, 1979.

POSSIBLE CONSEQUENCES TO INAPPROPRIATE BEHAVIOR

1. Students being reminded of rules by the teacher or aide.
2. Teacher or aide discussing violation with student.
3. Adjustment of classroom routine or schedule.
4. Use of a response cost point system.
5. Use of "Behavioral Agreements."
6. Phone call to parent.
7. Detention after school.
8. Exclusion from the remainder of the school day.
9. In-school suspension.
10. Assignment to work detail.
11. Phone call to Community Control counselor if applicable.
12. Overcorrection.
13. Satiation.
14. Referral to Director of Discipline [after 10 accumulated days of suspension a mandatory meeting is held].
15. Use of a procedure that provides the student an opportunity to become aware of appropriate behaviors (see Section III).
16. Appropriate use of sequential Time-Out procedures (see Section II).
17. Suspension.
18. Use of the Time-Off procedure (see Section II).
19. Exclusion from school until parent accompanies the student back to school and a conference is held.
20. Office referral (conference with principal).

IMPORTANT:

Remember to consult with the school-based administration in determining appropriate consequences for individual classrooms.

TIME-OUT

TIME-OUT is a procedure for decreasing a specific unwanted behavior by removing a person from the opportunity to receive attention and other rewards whenever he or she engages in that specific undesired behavior. Time-out should be one of the last steps in your behavioral plan.

Steps to using Time-Out

1. Determine when and what behaviors will cause Time-Out to be used.

2. Explain your Time-Out procedure to the class during a period of good behavior prior to using Time-Out (this could be done during the "daily" affective group time).

3. In the Time-Out plan include:
   a. location of time-out in your room (consider the need to have the student visable to the teacher or aide for supervision).
   b. establish a consistent criteria for using Time-Out; i.e.: ignore such statements as "I don't care if I go to Time-Out" or "I like Time-Out." If the child begins to do the task after you have said "Go to Time-Out," do not let the student escape from going to Time-Out. Have him go to Time-Out, then do the task when he returns. Ignore all protest except to calmly say, "That will cost you one more minute of Time-Out."

4. Set age-appropriate time limits for Time-Out.

   *A good rule of thumb is 2-5 minutes in Time-Out, not to exceed more than 1 minute for each year of the student's age. If Time-Out reaches a period of 30 minutes, research has shown that it will not be effective in reducing inappropriate behavior. A backup consequence should be used.

5. When the inappropriate behavior occurs, immediately point out to the student this unacceptable behavior and in a calm, normal voice direct the student to Time-Out.

   i.e.: "That's arguing; go to Time-Out".

6. Identify to the student in age-appropriate terms the length of time he/she will remain in Time-Out.

   i.e.: "In four minutes you may return to free time."
   "When the timer rings, you may come back and be with the group."
   "When you get control of yourself, I will start the timer."

   (Refrain from nagging, scolding, showing anger, or giving explanations.)

7. Be sure to have the student return to task as soon as the Time-Out interval has ended.

8. REMEMBER: Time-Out should be one of the last steps in the behavioral plan.

9. It is extremely important for the teaacher to remain calm and matter-of-fact when using Time-Out.

Hall, R. V., & Hall, M. C. (1980).

TIME-OFF/CALM AREA

It is important not to confuse the use of Time-Out and Time-Off/Calm Area procedures. Time-Off is an intervention that allows the student (with teacher permission) to remove himself from a distractible situation in order to maintain his/her self-control. Time Off is an intervention that should be used before the student's behavior reaches Time-Out proportions. It is advisable to designate two separate areas in your classroom for Time-Out and Time-Off.

RULE WRITING

Rule writing has become an overused consequence to inappropriate behavior. Rule writing to an excess has proven to be non-therapeutic. It is the requirement of the EH Department that alternative consequences be developed that more effectively promote behavioral change. [See Section III page 55 for examples of alternative consequences for breaking rules.]

An alternative technique to rule writing is the use of Reality Therapy. Guidelines to Reality Therapy are provided on the following page. Teachers are encouraged to develop alternatives to rule writing.

STEPS IN REALITY THERAPY

1. MAKE FRIENDS

   BE PERSONAL - Use personal pronouns. "I care enough about you to be involved, to be your friend." Spend a few seconds throughout the day reinforcing involvement.

2. ESTABLISH WHAT IS BEING DONE

   PRESENT BEHAVIOR - "What are you doing right now?" Awareness of behavior is the first step. Avoid references to the past. Emphasize behavior, not feelings.

3. IS IT HELPING

   VALUE JUDGMENT - Ask student to evaluate his own behavior. "Is what you're doing helping you?" It must be the student's decision to do something better than what he/she is doing now.

4. MAKE A PLAN TO DO BETTER

   PLAN - Work with student to formulate alternatives. Keep plan simple - short spans of time. Build success into the plan.

5. GET A COMMITMENT

   COMMITMENT - Seal the plan. Build in a way to check back, follow-up; give positive reinforcement. The student needs to accept some responsibility for this. A written form may be helpful.

6. DON'T ACCEPT EXCUSES

   NO EXCUSES - Eliminate discussion of excuses to show you really know he can succeed. Re-plan with student. "When do you think you can do this?" Don't give up.

7. DON'T PUNISH BUT DON'T INTERFERE WITH REASONABLE CONSEQUENCES

   NO PUNISHMENT - Punishment removes the responsibility from the student. Set rules and sanctions with the student. Use natural consequences - this doesn't cause actual pain. Student has to understand that he is responsible for himself. It takes time and consistency.

8. NEVER GIVE UP

Glasser, W. (1965).

SUGGESTED STUDENT PRIVILEGES

Orientation Level

1. Participation in classroom store with purchase of items from Orientation Level only (grab bag, school items--pencils, erasers, folders, etc.).

2. In seat reward time.

3. Specific reward time activities requiring one participant.

4. Special weekly activities based on points (i.e., movie, party).

SUGGESTED STUDENT PRIVILEGES

Level I

1. In seat reward time.

2. Specific reward time activities requiring one participant (i.e., puzzles, drawing, etc.).

3. Participation in classroom store with purchase of Level I items only.

4. Button Board from Level I only (student may wear button at school for the week then return).

5. All orientation privileges may be chosen from Level I.

*Teachers are encouraged to develop and share new and creative privileges for each level.

SUGGESTED STUDENT PRIVILEGES

Level II

1. Participation in classroom store (with purchase of Level II items or lower).

2. Out of seat reward time activities (two students at an activity).

   i.e.: Board games, drawing, manipulatives

3. Level I reward time included.

4. Bathroom passes.

5. Library passes.

6. Participation in field trips and special projects.

7. Special lunchroom privileges (i.e., sitting with a friend).

8. Participate in an individual behavioral agreement.

9. Special "helper" for specific adults.

   i.e.: Other teachers, media specialist, clerical help, custodial.

10. Participation in "button board." Students at Level II can select a Level II button or lower.

11. All Orientation and Level I privileges may also be chosen.

*Teachers are encouraged to develop and share new and creative privileges for each level.

SUGGESTED STUDENT PRIVILEGES

Level III

1. All Orientation, Level I and II privileges may be chosen as privileges for Level III.

2. Participate in classroom store (with purchase of Level III items or lower).

3. Out of room reward time (playground, computer room, special helper).

4. Reward time in room (up to three students participating; Level I, II or III may be chosen).

5. Increased mainstreaming.

6. Audiovisual equipment.

7. Restroom passes without being timed.

8. Special button to be worn only by Level III. Level I and II buttons may also be chosen.

SUGGESTED STUDENT PRIVILEGES

Level IV

1. Total class privileges from previous levels.

2. Receives only weekly behavioral progress reports.

3. No longer on a point system.

4. Participation in classroom store with maximum of four choices from any of the levels (no point charge for choices).

*Teachers are encouraged to develop and share new and creative privileges for each level.

BLACK LINE MASTERS

FOR LEVELS CURRICULUM

INTRODUCTION

This section contains blackline masters for ease in implementation of the Levels Curriculum. Also included are guidelines for using the masters.

MINIMUM CHARTING REQUIREMENTS

In order to guarantee appropriate and consistent record keeping, the following components are included:

1. A plan that will guide the teacher in implementing a behavior program and will act as a basis for determining level movement (i.e., a plan based on percentage of points earned or a plan based on percentage of rules mastered).

2. A systematic method to determine Target Behaviors.

3. Documents for recording daily/weekly/monthly behavioral progress (i.e., Comprehensive Behavior Profile, Tally Point Sheet, Daily Point Card or Behavior Slip).

4. An established procedure for determining rewards and consequences (i.e., "Student will earn 3 star days in order to participate in an activity day" or "more than two warnings constitutes the loss of a STAR-DAY.")

5. Procedure that reflects Level D placement and number of days spent on Level D.

6. A form of daily parent communication (i.e., Daily Point Sheet).

SUGGESTED TARGET BEHAVIORS FOR LEVELS I, II, III

These sheets can be kept in individual student files. This provides the teacher with an ongoing illustration of behaviors to remediate as well as complete.

Some target behavior may not apply to individual students. These can be signed off based on teacher observation.

These target behaviors are initialed as mastered when data has been collected to support the attainment of a behavior (Data: Behavior and Point Slip as well as the charting of the behavior).

SUGGESTED TARGET BEHAVIORS

LEVEL I

	*D.I.	D.M.	R.N.	In.
1. Work attempted.				
2. Follows directions within teacher determined time frame.				
3. Refrains from making faces and noises.				
4. Ignores peer provocation (50%).				
5. Keeps comments to self (50%).				
6. Refrains from swearing (50%).				
7. Keeps hands to self (teasing and touching).				
8. Attempts to participate in a group activity.				
9. Ignores inappropriate peer behavior (50%).				
10. Appears alert.				
11. Refrains from destruction of materials.				
12. Maintains eye contact.				
13. Remains on task (50%).				
14. Raises hand for assistance (50%).				
15. Refrains from hitting, kicking (physical contact).				
16. Uses appropriate voice tone.				
17. Uses school materials, equipment, and facilities appropriately (50%).				
18. Remains in seat.				

* D.I. - Date Initiated
D.M. - Date Mastered
R.N. - Remediation Needed
In. - Initial

EH/85

SUGGESTED TARGET BEHAVIORS

LEVEL II

	*D.I.	D.M.	R.N.	In.
1. Work attempted.				
2. Follows directions respectfully within teacher determined time period (80%).				
3. Ignores peer provocation (80%).				
4. Keeps comments to himself (80%).				
5. Refrains from swearing (80%).				
6. Remains in seat (80%).				
7. Participates in group activity (80%).				
8. Ignores inappropriate peer behavior (80%).				
9. Interacts appropriately with staff and peers (80%).				
10. Remains on task 90% of time.				
11. Raises hand for assistance, leaving seat, etc. (80%).				
12. Responds appropriately when angry (80%).				
13. Accepts feedback and criticism from adults (80%).				
14. Accepts logical consequences for actions (80%).				
15. Uses school materials and equipment appropriately (80%).				
16. Selects appropriate activity when work is completed (80%).				
17. Knows and responds appropriately to class/school schedule (80%).				
18. Uses established procedure for requesting appointments with support staff (80%).				
19. Verbalizes feeling of self-worth (70%)				

* D.I. - Date Initiated
D.M. - Date Mastered
R.N. - Remediation Needed
In. - Initial

EH/85

SUGGESTED TARGET BEHAVIORS

LEVEL III

	*D.I.	D.M.	R.N.	In.
1. To speak appropriately to others with no cues from adults.				
2. Maintains self-control when faced with failure, problems or disappointments (90%).				
3. To fulfill school job responsibilities as expected (with minimal adult supervision) (90%)				
4. To demonstrate ability to wait for rewards (ex: to work on agreement which may take several weeks to obtain.				
5. To use personal skills for problem solving (task or social, relies on adult assistance only when necessary).				
6. To contribute to class discussions and activities by bringing in materials, relating personal experiences, suggesting ideas, planning projects and proposing solutions to problems (90%).				
7. Uses actions of others as social cues (i.e., stands, whispers, shouts, quiet, etc.) (90%).				
8. To verbalize positive feelings and expectations about self.				
9. To praise or personally support others (90%).				
10. To verbally demonstrate understanding of limits and expectations of mainstream schools.				
11. To verbalize desire and plans for returning to the mainstream.				
12. To describe personal strengths which will enable a successful return to the mainstream.				
13. To complete all assigned tasks.				
14. To seek and work independently on academic tasks when assigned tasks are completed (90%).				
15. To work independently for periods of 40-50 minutes (90%).				
16. Complete all homework.				
17. To contribute to group rule making and regulations (90%).				
18. To determine and compare consequences of actions given a choice of two or more (90%).				
19. To verbalize understanding of home, school characteristics, expectations, limits, options, etc. (90%).				

* D.I. - Date Initiated
D.M. - Date Mastered
R.N. - Remediation Needed
In. - Initial

EXAMPLE OF CHARTING TECHNIQUES

FOR

"PERCENTAGE OF RULES MASTERED" METHOD

CLASS RECORDKEEPING CHART

Date 9/1

NAME	BEH. SLIP	GROUP	READING	LUNCH	MATH	SOC. STUD.	SCIENCE HEALTH	ART MUSIC	PE	TOTAL	STAR DAY
Joey	+5	+4 #1	+5 +5 +5	+3+3 +3	+5 +5 +4 #6	+9 #3	+8 #1	+9	#1	55	No
Michael	+5	#5	+5 +5 +4 #2	3 3 3	+5 +5 +5	+10	+10	+9 #1	+9	86	*
Fred	0	+4 #6	+5 +5 +5	3 3 3	+5 +5 +5	+10	+10	+10	0 #5	73	No

(This point system is based on 5 points for every 15 minutes of class time, as determined by teacher.)

This chart can be used in a variety of ways in the classroom. It can be on the chalkboard, on the teacher's clipboard, on a laminated poster board, etc. The chart is a daily system of recording individual behavioral progress. All student names are recorded on the left hand column. All other columns represent periods of the day where points can be earned and/or rule infractions can be recorded.

Example: On the partial chart shown above, Joey earned five points for a returned behavior slip, but only four points in group because he broke rule #1 and lost one point. He was successful in a 45 minute reading period. During lunch he earned the possible nine points, (3 points for going to lunch, 3 points in lunch and 3 points returning to his class). In math class he broke a rule #6 and lost 1 point. In social studies he broke a rule #3 and got a possible 9 out of 10 points. In science/health he broke rule #1 for the second time and lost 2 points (the second time the same rule is broken 2 points are lost). All points were earned in art. In P.E. he broke rule #1 for the third time. Because is was the third infraction of rule #1, a total of 10 points were lost, resulting in zero points in P.E. His total for the day was 55 points. He did not get his "Star Day" because he broke 3 rules in one day. As a result of his behavior, Joey was required to fill out the "Thinking Sheet for Rule Breakers."

Michael earned the majority of his points throughout the day. Because he broke only two rules, he maintained his "Star Day."

In this behavior program rules #4, #5, and #10 have been determined by the teacher to be severe infractions. The breaking of any one of the three severe infraction rules results in the loss of the Star Day. The third student, Fred, broke rule #5, which is a severe infraction. Fred not only has lost his Star Day but also will be on Level D. Because this severe infraction occurred the last half hour of the day, Fred will be on Level D the following day. If the severe infraction occurred earlier in the day the student would spend the remainder of that day on Level D.

Data collected on each student may be recorded on the Monthly Star Chart and/or the Points Tally Sheet. The monthly star chart shows the student the number of star days earned as well as the specific rules that each student has not mastered. In addition, the teacher may choose to include a daily percentage of behavior points or rules mastered.

STAR CHART (Optional)

(on newsprint or poster board for entire month)

Date Name					
Joey	#1, #1, #1, #3, #6				
Michael	#1, #2 *				
Fred	#6, #5				

Make enough spaces to accommodate entire month.

Make enough spaces to accommodate entire class.

POINT TALLY SHEET

An example of the Point Tally Sheet has been provided. This chart provides the students with a daily and weekly record of points earned and spent.

POINTS TALLY SHEET

NAMES	Last Week's Savings	MON.	TUES.	WED.	THURS.	FRI.	Weekly Total	Total Saving

Comprehensive Behavior Profile

The Comprehensive Behavior Profile is completely individual for each student on a daily basis. The record provides the teacher with individual anecdotal records for each student. This chart enables the teacher to record one month's worth of behavioral information on a daily basis. Information on this chart includes: date; present level; target behaviors; frequency of specific broken class rules; a percentage of class rules mastered daily, weekly and monthly; and percentage of Target Behaviors mastered, daily/weekly and monthly. Class rules and consequences are listed on the chart for easy reference. This completed chart should be used to determine level movement. The monthly charts can also be used as the report card enclosure which explains to the parent the student's behavioral progress for that grading period.

COMPREHENSIVE BEHAVIORAL PROFILE:
DAY/WEEK/MONTH

NAME: _____ Month of _____

DATE	PRESENT LEVEL	NUMBER OF THE TARGET BEHAV.	CLASS RULES BROKEN ( ) #1	#2	#3	#4	#5	#6	#7	#8	#9	#10	% of Class Rules daily	% of Class Rules weekly	% of Target Beh. daily	% of Target Beh. weekly
														___%		___%

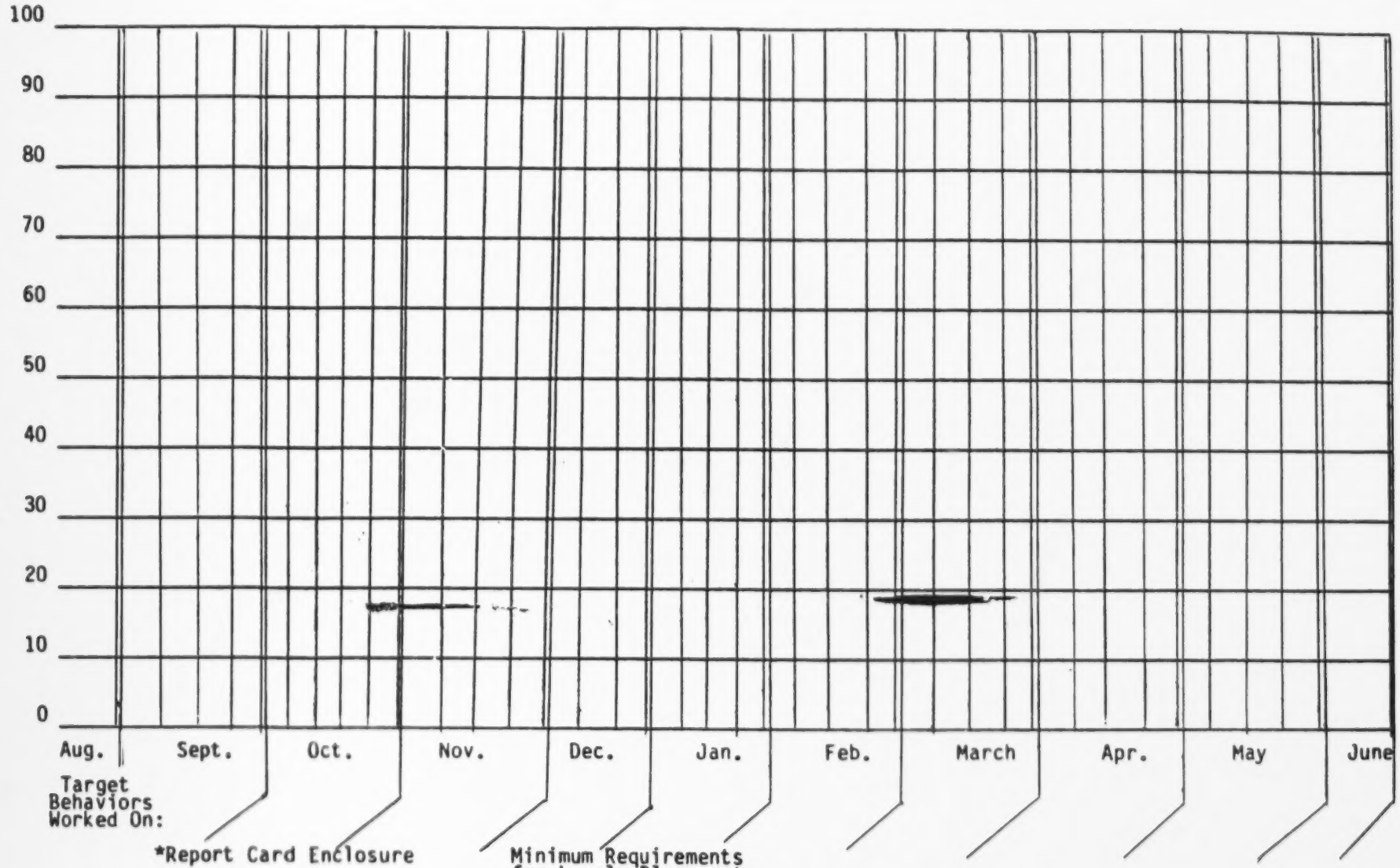
THE YEAR-AT-A-GLANCE GRAPH

Another way to record individual student behavioral progress on a weekly and monthly basis is The Year-at-a-Glance Graph. This provides a simple graphic representation of the student's behavior. The graph is adaptable to either line or bar graphing. Only the weekly percentage of points earned or rules mastered are recorded. Space has been provided to record the current Level Placement and Target Behavior.

IMPORTANT:

Regardless of which report card enclosure the teacher chooses, the original remains with the teacher and a copy is sent with the report card. Originals are stored in the Case Management Folder.

THE YEAR AT A GLANCE GRAPH



Target Behaviors Worked On:

*Report Card Enclosure

Current Level Placement

Grading Period
1
2
3
4

Minimum Requirements for Levels Placements

Orientation - 60% of Class Rules
Level I - 70% of Class Rules, One Target Behavior
Level II - 80% of Class Rules, Two Target Behaviors
Level III - 90% of Class Rules, Two Target Behaviors
Level IV - 95-100% of Class/School Rules

Disciplinary Rules #4, #5, #10

DAILY BEHAVIOR/ACADEMIC SLIP

The Daily Behavior/Academic Slip is a required component of the Parent Communication Section. An example of this document has been provided; however teacher creativity is encouraged. The suggested information to include on the form is as follows:

1. Periods of the day to indicate behavioral progress
2. Target behaviors
3. Academic progress
4. Homework assignments
5. Teacher/parent/guardian signatures
6. Record of returned slip
7. Bus behavior
8. Comments space
9. Class rules and consequences
10. The number of points earned daily
11. Complete date (month/day/year).

DAILY BEHAVIOR/ACADEMIC SLIP
(to be sent home daily, signed and returned)

Name: _____

Date: _____

Behavior Progress	*Star Day*	1st Warning	2nd Warning	Rules Broken
Bus A.M.				
Homeroom - Group				
Social Studies				
Science/Health				
Reading				
Math				
Physical Education				
Lunch				
Art/Music				
Other				
Bus Dismissal - P.M.				
Target Behavior				
Target Behavior				

Academic Progress		
Grades	Homework	
Reading		
Math		
Other		

Teacher Signature:

Parent/Guardian Signature:

PLEASE SIGN AND RETURN EVERYDAY

THANK YOU!!

SLIP RETURNED FROM YESTERDAY:

Yes ☐ No ☐

CLASS RULES AND CONSEQUENCES

1. Speak politely to your peers.
2. Raise your hand to speak.
3. Ignore inappropriate behavior.
4. Speak politely to adults.
5. Keep hands and feet to yourself.
6. Follow the teacher's directions.
7. Use good sportsmanship.
8. Use equipment properly.
9. Time-out.
10. Office.

STAR DAY - No more than 2 warnings for the day

COMMENTS: _____

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EXAMPLE OF CHARTING TECHNIQUES

FOR

"PERCENTAGE OF POINTS EARNED" METHOD

POINTS EARNED METHOD

When using a point system to determine percentages, it becomes easier if the teacher uses a fixed possible number of points earned. This simplifies calculating percentages; i.e., 20, 25, 50, 100. If a point can be earned every 20 minutes of the academic day this results in a possible 15 points. If 3 points are earned for lunch and P.E. each, (One point for getting there apppropriately, one point for being appropriate while there and one point for returning appropriately), this would result in an additional 6 possible points. If 2 points are also assigned to the morning bus ride and the afternoon bus ride, there is an additional 4 points for a total possible of 25 (15 + 6 + 4 = 25).

A class chart can be made to record the earning of points. It is suggested that this chart is on the blackboard or on a laminated chart on the wall which can be erased each day.

Example of Class Chart:

Name	1	2	3	4	5
Make enough spaces for the number of students in class.					

Make enough spaces for the number of possible points.

Bus points can be recorded immediately at the beginning of the day. (Note: It is not necessary to include bus behavior in your daily class points. The teacher may want to have an entirely separate program for bus behavior where stickers, awards, etc., are earned or he/she may choose not to address bus behavior if this is not a problem for the students. The teacher may also want to incorporate bus behavior into you levels expectation: The teacher may expect a Level III child to maintain his/her behavior on the bus, however, that may not be a reasonable expectation of a Level I child.

At the end of the day the total points earned and/or daily percentage of points earned should be recorded on an individual data sheet. (See enclosed example).

A systematic method for determining target behaviors is also necessary. A suggested method for this charting is to make a class chart with all five areas of behaviors that was discussed under the section on class rules. (Physical Aggression, Verbal Aggression, Insubordination Destruction of Property and Affective/Social Skills.) Each time a student violates one of these areas, a tally mark can be recorded. Individual target behaviors can be selected with the data collected on this chart. (See attached chart) Once specific target behaviors have been selected the teacher can record the infractions on a clipboard or wall chart. This information can also be transferred to the individual data sheet at the end of the day. An example of a Target Behavior Class Record chart has been included as a black-line master.

The Individual Data Sheet may be used as the report card enclosure. The Year-at-a-Glance Graph on page 77 can also be used as the report card enclosure with the "Percentage of Points Earned" Method.

An example of The Daily/Academic Slip for this type of program has been included as a blackline master. All information about this required component supplied on page 83 applies to this example as well. It is suggested that the grades used on the report card be used on this daily slip in order to get parents accustomed to the grading system. (V, S, I, NI for grades K-2; A, B, C, D, F for grades 3-5)

INDIVIDUAL DATA SHEET

Name: _____ Month of: _____

Date	Present Level	Target Behavior(s)	Points Earned	% of Points Earned		% of Target Behavior	
				Daily	Weekly	Daily	Weekly
					___%		___%
					___%		___%
					___%		___%
					___%		___%
					___%		___%
		Monthly Average		___%		___%	

List class rules on back.
*Report Card Enclosure, Anecdotal Records

CHART FOR DETERMINING TARGET BEHAVIORS

Date: _____

Name	Physical Aggression	Verbal Aggression	Insubordination	Destruction of Property	Affective/Social Skills

TARGET BEHAVIOR CLASS RECORD

Date: _____

Name	Target Behavior	# of Infractions (tally)	% of Mastery

Name: _____ Date: _____

Area	Behavior	Academic	Homework
Bus A.M.			
Homeroom-Group			
Social Studies			
Science/Health			
Reading			
Math			
P.E.			
Lunch			
Art/Music			
Other			
Bus P.M.			
Target Behavior:			
Target Behavior:			

Yes No

Slip Returned from Yesterday: ☐ ☐

Teacher Signature:

_____

Parent/Guardian Signature:

_____

Comments and class rules on back

_____

Name: _____ Date: _____

Area	Behavior	Academic	Homework
Bus A.M.			
Homeroom-Group			
Social Studies			
Science/Health			
Reading			
Math			
P.E.			
Lunch			
Art/Music			
Other			
Bus P.M.			
Target Behavior:			
Target Behavior:			

Yes No

Slip Returned from Yesterday: ☐ ☐

Teacher Signature:

_____

Parent/Guardian Signature:

_____

Comments and class rules on back

_____

Name: _____ Date: _____

Area	Behavior	Academic	Homework
Bus A.M.			
Homeroom-Group			
Social Studies			
Science/Health			
Reading			
Math			
P.E.			
Lunch			
Art/Music			
Other			
Bus P.M.			
Target Behavior:			
Target Behavior:			

Yes No

Slip Returned from Yesterday: ☐ ☐

Teacher Signature:

_____

Parent/Guardian Signature:

_____

Comments and class rules on back

_____

Name: _____ Date: _____

Area	Behavior	Academic	Homework
Bus A.M.			
Homeroom-Group			
Social Studies			
Science/Health			
Reading			
Math			
P.E.			
Lunch			
Art/Music			
Other			
Bus P.M.			
Target Behavior:			
Target Behavior:			

Yes No

Slip Returned from Yesterday: ☐ ☐

Teacher Signature:

_____

Parent/Guardian Signature:

_____

Comments and class rules on back

_____

ALTERNATIVES
TO
RULE WRITING

THINKING SHEET FOR RULE BREAKERS

What did I do? _____

_____

_____

_____

Which rule did I break? _____

_____

_____

_____

Why is this rule important? _____

_____

_____

_____

What can I do about it now? _____

_____

_____

_____

What can I do so it won't happen again? _____

_____

_____

_____

Responses need to be in complete sentences and grammatically correct.

RULE BREAKING CONSEQUENCE SHEET

Why am I upset? _____

_____

_____

_____

What did I do to become upset? _____

_____

_____

_____

Did I tell myself to become upset? _____

_____

_____

_____

What can I do about it now? _____

_____

_____

_____

What can I do so it won't happen again? _____

_____

_____

_____

Responses need to be in complete sentences and grammatically correct.

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RULE BREAKING CONSEQUENCE SHEET
(Primary Grades)

Class rules:

1. _____ 5. _____
2. _____ 6. _____
3. _____ 7. _____
4. _____ 8. _____

1. Did you break a class rule?

Yes No

2. What class rule did you break? (write it)

_____

3. Do you understand why we have this rule?

Yes No

4. How did it make you feel to break a class rule?

5. By breaking this rule did you get what you wanted?

Yes No

6. On the back, draw what you did to break the rule and draw what you could have done to <u>not</u> break the rule.

PARENT LETTER

TO EXPLAIN LEVELS CURRICULUM

Date _____

Dear _____,
(Parent/Guardian)

This is a letter to explain the Behavior Program of our class. The following is a list of Class Rules that your child will be expected to follow.

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

If the child follows these rules he/she will earn certain privileges and/or rewards. These privileges and rewards are based on a county-wide system called the Levels Curriculum. The Levels Curriculum provides each student an opportunity to acquire increased responsibilities and privileges as behavior improves. The Levels Curriculum consists of six levels:

Orientation Level: All students start at this level upon entering the class. Students are required to show mastery of behaviors 60% of the time for one month.

Level I - 70% mastery of behavior for one month

Level II - 80% mastery of behavior for two months

Level III - 90% mastery of behavior for two months

Level IV - 95% - 100% mastery of behavior for nine weeks

Level D is a disciplinary level which results from students exhibiting extremely disruptive behavior. The student has the opportunity to earn his/her way off Level D on a daily basis.

Mainstreaming is not considered until the student has been successful on Level II. In order to help with your child's progress it is important that you are involved. Each day your child will be bringing home a Behavior/Academic Slip. Please go over the Behavior Slip with your child. This slip will need to be signed by you and returned to school by your child each day.

Please feel free to contact me if you have any questions or concerns during the year.

Thank you for your continued support and cooperation.

Sincerely,

_____
Teacher

_____
School

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